

**Art  
Endorsement Guidelines  
To Accompany Rule 24  
(Adopted by the State Board  
of Education on 11/08/02)**

006.06 Art

006.06A Grade Levels: PK-12

006.06B Endorsement Type: Field

006.06C Persons with this endorsement may teach art for students in prekindergarten through grade 12.

006.06D Certification Endorsement Requirements: The endorsement shall require 52 semester hours in art course work, including studio art, art history, theory and criticism, teaching competencies, new technology, and career opportunities in art.

006.06E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.06F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES  
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN  
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide art teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

The art teacher candidate must be able to demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and processes of the *Nebraska Fine Arts Standards: Visual Arts* as adopted by the Nebraska State Board of Education.

Standard 1: Studio Art

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The art teacher candidate must demonstrate expressive, technical, procedural, and organizational skills, and conceptual insights developed through studio art experiences. Traditional processes, newer technology and media arts developments, and functional design fields should be included. Art teacher candidates must be aware of, and able to make students aware of, the all-important process of artistic creation from conceptualized image to finished art work.

Standard 2: Theory and History

The art teacher candidate must demonstrate an understanding of the major styles and periods of art history, analytical methods, and theories of criticism; the development of past and contemporary art forms; philosophies of art; the fundamental and contextual relationships of history and analyses to the making of art; and diverse social, cultural and societal perspectives in art.

Standard 3: Process and Current Technology

The art teacher candidate must apply traditional and emerging processes as well as newer technology and media arts developments in instruction.

Standard 4: Essential Teaching Competencies

The art teacher candidate must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art/design into the process of education.

Specific competencies include:

- Element 1. An understanding of child development and the identification and understanding of psychological principles of learning relevant to art education.
- Element 2. An understanding of the content of art, including the philosophical and social foundation underlying art education, so the art teacher candidate is able to express a rationale for selected instruction and curriculum design.
- Element 3. Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students and to devise learning experiences to meet assessed student needs.
- Element 4. Knowledge of current methods and materials available in all fields and levels of art education.
- Element 5. Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.

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- Element 6. The ability to accept, amend, or reject methods and materials based on professional assessment of specific teaching situations.
- Element 7. An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.
- Element 8. The ability to engage in continuing study and to apply knowledge gained into self-evaluation and professional growth.
- Element 9. Recognize that art exists in multiple public and private venues and settings, such as museums, galleries, schools, homes, and other settings of public and private life, and use those settings to expand learning in art.
- Element 10. The ability to organize a safe, interesting, and positive classroom environment conducive to creativity, expression, and the making of art.

**Standard 5: Career Education**

The art teacher candidate must be able to address various career opportunities in art which employ career-ready skills including creativity and innovation, communication, collaboration, critical thinking, and problem-solving.

**Standard 6: Professionalism**

Art teacher candidates recognize they are lifelong learners and that learning is often collaborative. They demonstrate professional conduct and ethical practices, participate in professional development experiences specific to art and art education, draw upon art education research to inform practice, continuously reflect on their own practice, advocate for art education in schools and communities, utilize resources from professional art organizations, and administer the art program.

**The art teacher candidate must:**

- Element 1 take an active role in professional growth by participating in professional development experiences that directly relate to the learning and teaching of art;
- Element 2 engage in continuous and collaborative learning that draws upon research in art education to inform practice;
- Element 3 utilize resources from professional art organizations to advance development as a reflective practitioner;
- Element 4 demonstrate an understanding of the administration and management of a successful art program; and

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Element 5    advance the profession by engaging in activities such as informed advocacy for art education for all students and mentoring experiences in schools and communities.

Guidelines informed by the National Association of Schools of Art and Design (NASAD), Teacher Competencies, (2013-2014).